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Health education syllabus.

1930

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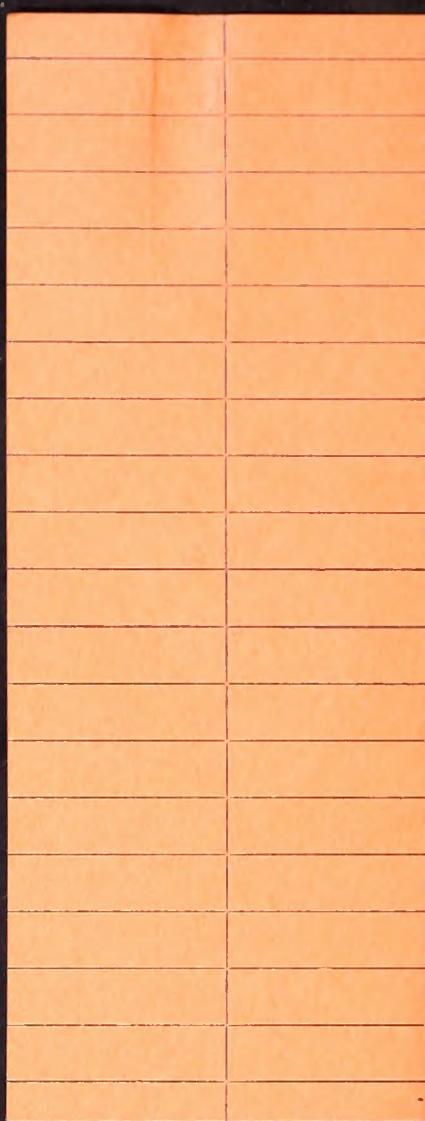
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HEALTH EDUCATION SYLLABUS
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Submitted by

Louise Estelle Drake

(B.S. in Ed., Boston University, 1924)

In partial fulfillment of requirements for the
degree of Master of Education

1930

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FOREWORD.

This syllabus may be used as an outline and notebook by the student teacher in normal schools or colleges.

A detailed study of the "Health Program" should be taken up and analyzed step by step using the latest and best material available on each given problem. This outline suggests the problems; it remains for the training teacher or professor to guide the students to the up-to-date material sources.

A good health library is essential in solving the problems, and as much authentic health material is free, any health teacher can build up a good library at little cost.

The use of the syllabus by the training student-teacher presupposes a thorough course in "How To Live" (personal health--mental, moral, and physical) and "School Sanitation" (hygiene of the surroundings).

This syllabus, then, is an exploratory course in health knowledge, which is necessary that the young student-teacher may be better able to guide the development of the entire personality of the children which she purposed to teach, in order that little children may come in time to "Live Most and Serve Best".

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OUTLINE.

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OUTLINE FOR HEALTH EDUCATION

What we should try to do:

1. Emphasize health as a positive ideal, presenting health to children in terms of beauty, strength and joy. Too much health education is merely a matter of information about disease.

2. Our efforts are concentrated on health habits rather than on facts in physiology and disease. We can only enlist the child thru appealing to his interests. Health for health's sake never will work. Unless the teaching actually functions thru the formation of good habits that teaching fails.

3. Interesting the child in the significance of weight is one of the best ways of creating in him a health conscience and the willingness to obey the rules of health. It is as important for the growing child as for the baby to be weighed regularly. The underweight child is susceptible to tuberculosis and other diseases. Tuberculosis is one of three at head of list. For this reason there should be scales in every school and the children should be weighed and measured each month. The results to be recorded in the class-room weight record. This should be used as a corner stone in our health education program. Games and devices serve to continue the group interest so created.

4. We must capture the interest and imagination of the child and help him to express his new enthusiasm originally and creatively by use of posters - health stories - plays - rhymes - songs, etc.

OBJECTIVES OF THE TEACHER

The work of a teacher in health education is fourfold:

1. To establish in the pupils right habits of thought and action in regard to healthful living.

2. To equip them with knowledge essential for intelligent judgment in regard to health.

3. To build ideals of life and social relationship that will result in better living.

4. To be a living example of what she teaches and daily strive to develop in her pupils a health consciousness that will make for better personal, home and community living.

Wood, Dr. Thomas D. Health Education--a report, 1924.

THE PSYCHOLOGY OF HEALTH TEACHING¹

1. KINDERGARTEN THROUGH THE THIRD GRADE: In these grades primary emphasis should be laid upon health habit formation, in a healthful environment -

2. THE FOURTH, FIFTH AND SIXTH GRADES: In the fourth, fifth and sixth grades the basis should be more broadly biological, and should convey a conception of the functions of the body as a whole, although the content of the course should still be correlated with health habits and practices.

3. THE JUNIOR HIGH SCHOOL OR
(grades seven, eight and nine)
AND THE SENIOR HIGH SCHOOL:

While continuing the effort to fix habits and broaden the knowledge indicated for the previous grades, problems arising from group activities offered in the school, home and community should be stressed. In these grades the dominant idea should be protection to others -- the highest type of service.

¹LaRue. Psychology for Teachers.

HYGIENE OF THE CLASSROOM

To teach hygiene in unhygienic surroundings is to make the subject a farce and oneself a hypocrite. Make sure, therefore, that you have done all in your power to make your classroom hygienic.

1. VENTILATION

Ventilation consists of:

a. WARM AIR - NOT HOT

The temperature should be from 65° to 70° F., depending upon the humidity of the atmosphere and the motion of the air.

Scientists have succeeded in demonstrating that overheated air encourages congestion of the membrane of the nose, which frequently brings about susceptibility to infection. Apparently many of our coughs and colds come from overheated rooms. Pupils should be trained in reading the thermometer, in keeping a record of the temperature, and in attending to the ventilation.

b. CLEAN AIR - NOT DIRTY

Have oil, sweeping compounds, damp sawdust, or torn bits of dampened newspapers, used on the floor for sweeping. If none of these are available, try water sprinkled on the floor before sweeping.

Sweeping, of course, should be done after school hours, with windows opened until the dust is settled. Have the dusting done only with an oiled or dampened cloth.

c. MOIST AIR - NOT DRY

The humidity should show 50-80 per cent of saturation. If heat is furnished by steam, place a pan of water under each radiator. If from a stove, place a pan of water on the stove. If hot air is used, the system is furnished with a pan. See that this contains water at all times.

d. MOVING AIR - NOT STILL

Human bodies are constantly giving off heat into the air. Very still air forms a blanket around the body and prevents the heat from being properly carried away. If the air is damp and not moving, evaporation cannot take place, and the body is held by a sticky blanket. If the doors and windows are opened, the air is set in motion and driven around so that the heat is

carried off and the body bathed in fresh, cool air. All the air in the classroom should be moving all the time. Unless there is a well working ventilating system installed in your school, the surest way to keep the room well ventilated is by opening the windows from the top and bottom. So that children will not be exposed to draughts, the lower sash of the window should be raised, and a window board placed under it. This will cause the air to enter the room in an upward current from between the window sash.

2. SEATING

Seats should be individual, adjustable and clean. They should be of such a height that the thigh of the pupil when seated will be perfectly level, horizontal with the floor, the feet touching the floor, with the lower legs at right angles to the thigh. See that all necessary seat adjustments are made immediately after school opens. When pupils are moved into other seats, see that the seat is properly adjusted.

3. LIGHTING

Have the light enter from the left or left and back of the room. Adjust the shades so that sunshine does not fall upon the work of the pupil or on his face. See that the light strikes the black board properly. Adjust the shades according to the movement of the sun. Do not keep shades lowered when the sun is behind the clouds.

4. DRINKING WATER

Make sure that the drinking water is safe.*

The common dipper belongs to the dark ages, and even the individual cup is considered not sanitary when it hangs where it may collect dust, or where pupils can borrow it for the purpose of getting a drink. A pail of water, uncovered, is an advance agent for an epidemic. If you are convinced that the only sanitary method of having drinking water in the school is a sanitary drinking fountain, you can secure sufficient money from the board of education or the community at large. In schools where running water can not be had, it is suggested that portable drinking fountains be installed.

*NOTE: During the month of September write to the State Department of Health, telling them that you wish to have the drinking water of your school analyzed for the protection of the health of your children, and ask them to forward the necessary container and instructions so that you can send a sample for analysis.

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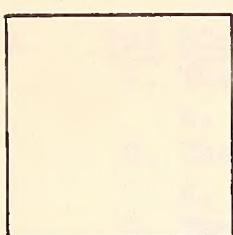
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Paper cups or paper envelopes are the safest drinking cups. If the board of education cannot afford these, try local merchants. They have given the envelope cups in other places for the sake of advertising. An economical cup can be made by folding a clean sheet of paper. (See illustration below for making an individual drinking cup.)

Hygienic Drinking Cup

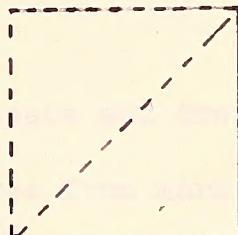
Use your own drinking cup and protect yourself from the danger of infection.

Fig. 1.



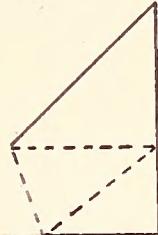
Procure square sheet of clean paper.

Fig. 2.



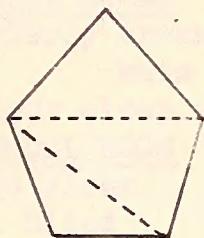
Fold diagonally as illustrated.

Fig. 3.



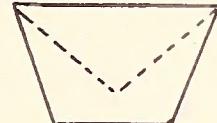
Fold lower corner as illustrated.

Fig. 4.



Turn folded sheet over and fold as shown.

Fig. 5.



Tuck upper flaps in on each side and cup is ready to use.

5. FACILITIES FOR WASHING HANDS

You cannot expect children who bring their lunch to school to wash their hands before each meal when there are no facilities for washing. See that proper facilities are supplied. If you have no running water or well, ask the board of education to dig one; if they do not heed your call, ask the patrons of the school to dig one. To him who hath (vision and courage and perseverance) it shall be given - even a well. If you have these facilities, see that pupils bring individual towels from home, and that they

take them home to be laundered when they are soiled. This is a genuine opportunity for teaching practical hygiene, and it may be the means of preventing an epidemic.

6. SCORE CARD FOR RURAL TEACHERS AND PUPILS TO USE IN JUDGING THEIR SCHOOL HOUSEKEEPING

Below is given a score card to be used in judging the manner in which you keep your schoolhouse. Rate your school conscientiously, according to the credits given. Then compare your housekeeping with that of the suggested perfect score. Improve your housekeeping wherever possible.

SCALE OF POINTS	POSSIBLE SCORE	THE SCORE
A. THE SCHOOL GROUNDS		
1. The Yard		
a. Free from papers and trash	2	
2. The Walks		
a. Clean and free from markings	1	
3. The Outbuildings		
a. Clean	2	
b. Free from obscene or defacing marks	2	
c. Screened against flies	5	
d. Inspected daily by teacher	2	
B. THE CLOAK ROOMS		
1. Orderly arrangement of cloaks and hats	2	
2. Floor clean and free from trash	1	
C. THE SCHOOL ROOM		
1. The Floor		
a. Oiled	2	
b. Clean	2	
c. Free from papers and other litter	1	
2. The Walls		
a. Clean	1	
b. Pictures and bulletin board well placed	1	
3. Ceiling		
a. Clean	1	
4. Windows		
a. Clean	1	
b. Free from broken panes	1	
c. Screened against flies	5	
d. Easily raised from bottom or lowered from top	2	
D. THE SCHOOL FURNITURE		
1. The Teacher's Desk		
a. Books well arranged	1	
b. Records easily accessible	1	
2. The Seats and Desks		
a. Adjusted to fit pupil	2	

SCALE OF POINTS	POSSIBLE SCORE	THE SCORE
b. Books and papers neatly arranged in desks	2	
3. The Book Case or Book Closet		
a. Books arranged in orderly rows	1	
b. Papers and seat work material arranged in orderly piles	1	
c. Books and material free from dust	1	
4. The Jacketed Heater or Stove		
a. Clean and well polished	2	
b. Floor around heater free from kindlings and ashes	2	
5. The Clock		
a. Kept in good condition	1	
6. The Waste Basket		
a. Frequently emptied	1	
b. Lined to keep small bits of waste from floor	1	
E. <u>OTHER ESSENTIALS</u>		
1. Drinking Water		
a. Drinking fountain or clean stone crock with cover and faucet	2	
b. Individual drinking cups	2	
2. Facilities for Washing Hands		
a. Clean basin	2	
b. Individual towels and soap	2	
3. Window Shades		
a. Clean	1	
b. Free from holes and tears	1	
4. The Bulletin Board		
a. Bulletin board neatly made, framed if possible	2	
b. Display work hung on bulletin board	1	
5. The Blackboards		
a. Cleaned daily	1	
b. Chalk tray cleaned daily with a dampened cloth	1	
c. Erasers cleaned out of doors	1	
6. Cleaning Utensils		
a. Carefully hung in closet	1	
7. Maps		
a. Rolled when not in use	1	
8. Vases, Flowers and Plants		
a. Clean attractive vases or glasses for flowers	1	
b. Well kept plants for windows	1	
9. Pictures		
a. Suitable for schoolroom	1	
b. Hung with two vertical wires	1	
10. The Flag		
a. Hung flat on the wall or placed on a standard	1	

	POSSIBLE SCORE	THE SCORE
F. PROVISION FOR LUNCH		
1. Shelf or cupboard for lunch boxes	2	
2. Closed cupboard for cooking utensils and provisions	2	
3. Clean work table	1	
G. SWEEPING AND DUSTING		
1. Use of Sweeping Compound (damp saw- dust or torn bits of dampened paper) when sweeping	3	
2. Sweeping after school hours	2	
3. Dusting with oiled or dampened cloth	2	
H. HEATING AND VENTILATION		
1. Uniform standard temperature of 65° to 68° during cold weather	3	
2. Taking temperature records at least three times a day	1	
3. Using Window Ventilation (Use window boards or muslin screens in winter)	2	
4. Using open vessel of water on stove or humidifier on jacketed stove to keep air moist	3	
I. PUPIL CO-OPERATION		
1. Taking pride in schoolroom	1	
2. Working together in care of grounds	2	
3. Caring for school materials and books	2	
4. Setting an example of good school spirit to younger boys and girls	1	
Total score	100	

In these school methods and sections on adequate health care, the training of healthy habits should be stressed. (See the psychology of training for children of these grades, i.e., the real-life contact with their life situations.) In *Basic Psychology for Teachers* see Chapter 10.

Other references: Ayers, Williams, and Wood.

In the upper grades studies of methods and activities of the school and society should be made different from the primary and middle school studies of these children. Here, too, the teacher should seek still greater interests. A study of education in health can be quite interesting.

Ayers, Williams, and Wood. Healthful Schools.

Broadhurst. School Sanitation.

Dressler. School Hygiene.

Rapeer, L. W. Essentials of Educational Hygiene.

Shaw. School Hygiene.

Wood, Dr. Thomas D. Minimum Health Requirements for Rural Schools.

POSSIBLE SCORE THE SCORE

HOVATION FOR HOME

1.

1. Effect of carpeting for home boxes
2. Effect of carpeting for home boxes
3. Effect of carpeting for home boxes

2.

and protection

3.

Class work page

4.

SWEEPING AND MASTIC

5.

1. Use of Sweeping Compound (about 250g)
2. Use of paper to clean paper

6.

After sweeping

7.

Sweeping after food carts

8.

Effect of sweeping cloth to clean paper

9.

HEATING AND VENTILATION

10.

1. Utilization of standard temperature to 25° to

11.

2. Making cold water

12.

fan to absorb heat

13.

Wool (use) in windows Ventilation

14.

Posters to inform visitors to never to

15.

Leave open door to never to

16.

Leave door open to never to

17.

air more

18.

HEATING AND VENTILATION

19.

1. Making bridge in soap

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2. Making soap to clean

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3. Making soap to clean food

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PROGRAM

Kindergarten, First, Second and Third Grades:

- (a) A thorough medical examination of every child who enters school. This is to be done once a year. If medical examination is impossible, an inspection by the nurse or teacher. Cases needing attention to be referred to a physician.
- (b) Children to be weighed and results compared with a standard weight chart. Reports of weighing to be sent home by the nurse or teacher, who should visit homes of under-nourished children. Children should be measured twice a year.
- (c) The school to co-operate with all other health agencies.
- (d) Teaching health habits. (Rules of the game)
- (e) Daily health inspections.
- (f) Posture.

Middle Grades--Fourth, Fifth and Sixth:

- (a) Thorough medical examination. (See Kindergarten, First, Second and Third Grades, Division 2)
- (b) Children to be weighed and measured. Results compared with a standard weight chart, and reports sent to the home.
- (c) Co-operation with health agencies.
- (d) Teaching health habits. (Rules of the game)
- (e) Daily inspection.
- (f) Posture.

In this group methods and devices of inspections and the teaching of health habits should be changed. (See the psychology of teaching for children of these grades; i.e., the health should deal with real live children.) La Rue's Psychology for Teachers, American Book Company.

Upper Grammar Grades--Seventh, Eighth, and Ninth:

In the upper grammar grades the methods and devices of inspection and habits should be quite different. (See the psychology of teaching for pupils of these grades: i.e., the health teaching should deal with group interests. A study of adolescence is urged as a part of this program.)

- (a) Thorough medical examination. (See Division 2)
- (b) Pupils to be weighed and measured. Results compared with standard. Reports sent home to parents.
- (c) Co-operation of school with health authorities.
- (d) Teaching health habits and health facts.
- (e) Daily inspection--if necessary.
- (f) Posture.

In these grades the best work may be done if the mental characteristics of the children are recognized. This is the age of team games, like baseball, football, etc. It is the time when pupils form school gangs, which, if properly directed, will take the form of Boy Scouts, Girl Scouts, and similar organizations. Civic clubs, health clubs, etc., insure interest and wholesome action.

REFERENCES:

School Health Administration--Rapier
Health Work in the Schools--Hoag and Terman
Health Education No. 10. Bureau of Education.
Health Index of Children--Hoag

THESE ARE THE RULES OF THE GAME

A full bath more than once a week.	Eating some vegetables or fruit every day.
Brushing the teeth at least once a day.	Drinking at least four glasses of water a day.
Sleeping long hours with windows open.	Playing part of every day out of doors.
Drinking as much milk as possible, but no coffee or tea.	A bowel movement every day.

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MEDICAL EXAMINATION¹

1. Doctor
Follow up.
 - a. Parent and teacher.
 - b. Teacher and child.
 - c. Nurse.
2. School laws--communicable diseases.
3. Testing eyes and ears.
4. When child moves away--card goes with them.

SYMPTOMS OF ILLNESS² to be observed by the teacher

1. General Symptoms.
The beginning of most children's diseases show one or more of the following symptoms. Depending upon the severity of the symptoms, the pupil should be separated from others and watched, sent to doctor or nurse, or sent home to parents with a note of explanation.
 - a. Disinclination to study or play.
 - b. Drowsiness.
 - c. Cheeks flushed or pallid.
 - d. Fever.
 - e. Chills.
 - f. Vomiting.
2. Special Symptoms.
 - a. Cough. Children who sneeze or cough should be taken from their regular seats and isolated or excluded, if necessary. This is most important as many diseases are spread by sneezing and coughing.
 - b. Extreme loss of weight (malnutrition).
 - c. Frequent requests to leave room.
 - d. Extreme restlessness.
3. Local Symptoms.
 - a. Pain.
 - b. Eruptions, rashes, itching, irritation of the skin.
 - c. Red eyes, (with or without discharge) scowling, squinting, headaches, holding reading matter at an improper distance from the eye.
 - d. Running ears and deafness.
 - e. Mouth breathing.
 - f. Sore throat.
 - g. Swelling in the neck (glands--tonsils).

¹Ayers, Williams & Wood. Healthful Schools.

Dresslar, Dr. F. B. School Hygiene, Chap. XXII.

Hoag and Terman. Health Work in the Schools.

Wood, Dr. Thomas. Health Education.

Bulletin, U. S. Bureau of Education, No. 524.

²Biggs, Dr. Hermann. The Teacher and Communicable Disease.

State and local material.

WEIGHING

1. Object: To find out whether I weigh what healthy boy or girl of my height and age should weigh, and to work to maintain my health and normal growth, or to bring myself up to the standard in weight and health.

2. What I need to know and do.

- (a) What the standard weight for my height and age is.
- (b) How to weigh myself and to weigh regularly to see how rapidly I am gaining and coming up to the standard.
(Children in the lower grades should be weighed by the teacher; all weighing should be supervised by teacher.)
- (c) What I need to find out about foods in order that I may gain.

What I should eat for my breakfast, amount and kinds.
What I should have for my dinner and supper; amount and kinds of food.

- (d) To learn what other things I need to do to gain in weight.
- (e) To learn the injurious habits I need to avoid.

1. The relation of the child's weight to height and age is the single index to general health and nutrition.

2. In general if a child is 10 per cent below or 20 per cent above the standard weight for height and age he should have special consideration by the teacher. This should involve an inquiry into the child's habits of living. It should also justify a thorough physical examination by the school or family physician.

3. A child in good physical condition tends to gain from month to month. This gain may be quite uneven.

4. The teacher should emphasize the importance of the gain the child makes rather than the particular weight which he may have at any one time.

5. It is a fact established by scientific experiment and observation that children who form good health habits gain in weight faster than they otherwise would. They also improve in color, strength, posture, power to resist fatigue, and general health. Health habits pay.

6. The child's rating in health achievements should depend on his ability to carry out the entire health program--forming health habits, gaining in weight, acquiring useful knowledge, and assuming responsibility in matters of individual, school, home, and public health.

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7. Monthly weighing of children and the sending out of report cards to the parents is desirable as a means of interesting children in their growth and of enlightening the parents and getting their co-operation.
8. The encouragement of the play spirit in health teaching in the lower grades is essential for success.
9. A happy spirit in the schoolroom is essential for the best development in health. It is not only conducive to gaining in weight and physical vigor but also to the growth of healthful mental attitudes.
10. The height and weight should be taken monthly and on the same day of each month.
11. The results recorded on the weight chart.
12. Have the child make a weight graph for his note book.

Andress, Dr. J. Mace. Boys and Girls of Wake-Up Town.
Palmer, Dr. George. The Scales (with Holt, Dr. L. Emmett. Weighing and Measuring).
Turner, Dr. C. E. A School Health Study.
Turner, Dr. C. E. Adventures in Health Education.

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Wylleas, Dr. L. Maco. Boys and Girls of Upper-Dub Town.
Balding, Dr. G. George. The Peacocks (Wifey Holt, Dr. L. Turner).
Turner, Dr. G. E. A People Highly Strung.
Tuttle, Dr. G. E. Therapeutics in Head and Neck.
and Massachusetts

COOPERATION OF PARENTS.

Since many of the fundamental health habits must be formed outside of school, the successful teaching of health depends on the cooperation of the parents. One of the best ways to get this support is to keep them in touch with what you are doing at school and let them have, in the form of a report, the results of your work in health at school. Below is a letter used by the Newton, Massachusetts schools and a card suggested for use in schools by Mr. Strahan, Assistant Commissioner of Education, of New Jersey (1921). This card suggests cooperative service on the part of teacher and parent.

The letter.

TO THE PARENTS:

Reports on the weight of school children are now being sent to the homes each month by the schools. An effort is being made to get children interested in their own health habits and growth and to find out which children are definitely under weight. It is desirable that parents know more about just what the schools are trying to do, and the significance to be attached to serious underweight.

There has been worked out by Dr. Thomas D. Wood, of Columbia University, one table for boys and one for girls showing the average weight for each height of each age from 5 to 18. To be slightly underweight means nothing, but for your boy or girl to be as much as 10 per cent of the average weight underweight means that a careful inquiry should be made, to determine whether or not there are other evidences of undernourishment and poor health habits.

The child within this margin of safety, 10 per cent above or below the average weight, should be assured of his success physically and should be encouraged

COMPARISON OF BACTERIA

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to maintain it. Those below this 10 per cent range should be stimulated to form better health habits and to gain steadily in weight. Growth and good health habits are fundamental and are far more important than simply the child's progress in the traditional school subjects. In every case success and gain are to be emphasized, not failure and underweight. All the children are working toward the goal of greater strength and beauty, some to maintain, others to gain.

We ask your cooperation along the line of the health habits we are trying to teach. The Rules of the Game are:

1. A full bath more than once a week.
2. Brushing the teeth at least once every day.
3. Sleep long hours with windows open.
4. Drinking as much milk as possible, but no coffee or tea.
5. Eating some vegetables or fruit every day.
6. Drinking at least four glasses of water a day.
7. Playing part of every day out of doors.
8. A bowel movement every morning.

If there is no other important evidence of under nourishment than underweight, the condition may sometimes be a family characteristic, or a race characteristic. The schools are trying to call to your special attention your child's underweight where it amounts to more than 10 per cent of the average for children of his height.

If your child is overweight within reasonable limits, it is probably not an indication that need give you concern. A reasonable percentage of overweight as the child approaches adolescence is considered a physical advantage if such overweight is not due to soft flabby fat and wrong health habits.

Mid-morning luncheons at school are a strong factor in bringing about good health conditions. It is interesting to see many children who do not like milk or soup at home take it at school with no objections, through the influence of the group.

It is possible that conferences will be invited with the mothers of underweight children, if such are desired.

All mothers will find the following pamphlets valuable: "Diet for the School Child." "Teaching Health."

These can be purchased from the Department of the Interior, Bureau of Education, Washington, D. C. for five cents each.

Very truly yours,

-----,
(Principal of School.)¹

Place.

Date.

The letter will be kept for the child and his report to his teacher and the teacher will report to the school authorities. Both are confidential.

¹Letter used in Newton school system.

School District.....

Teacher.....

SCHOOL REPORT TO HOME

1. Cleanliness at inspection--beginning of morning and afternoon sessions.
2. Commendable participation in setting-up exercises, relaxation drills, directed and free play.
(Physical Training Law)
3. Good class rating in knowledge of physiology and hygiene.
4. Practice of sanitary habits: covering mouth when coughing, use of clean handkerchief, observance of rules about spitting, cooperation in keeping school building and grounds clean.
5. Actual weight in relation to standard weight for age and height.
(10% underweight or 15% overweight should have some attention at home.)

Teacher check(V) Satisfactory Observance	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	June.
No. 1 above										
No. 2 above										
No. 3 above										
No. 4 above										
Give Standard weight										
Give Actual weight										

(Make reasonable deduction for clothing in actual weight)

The teacher will keep before the child what the school will report to the home and what the home will report to the school. School reports first. Both are confidential.

Pupil.....Grade.....

HOME REPORT TO SCHOOL

1. Child's sleeping time has been TEN (10) Hours or more with window ventilation.
2. Child went to toilet at regular hour each morning. (A bowel movement every day.)
3. Have tried to give child each day at regular meal hours: a green vegetable, a cooked fruit, a starch food (potato), a small amount of meat.
4. Have tried to provide milk every day and to keep child from use of tea, coffee and fried foods.
5. Child has brushed teeth twice daily, and has had a bath of entire body at least weekly.

Check (V) each month rules observed and sign below	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
No. 1 above										
No. 2 above										
No. 3 above										
No. 4 above										
No. 5 above										
Call and talk with Principal Teacher Medical Inspector Nurse										

(Sign monthly; Return promptly)

LOCATIONS OF THERAPY BOTTLES

After water is applied (01) MDT need and wait until all
patients have washed
Period 1) patients have been washed to start of their shift
A second team assigned to this done while early of patient overall
A (odd day) both doctors start before 8:00 am and patients
from 10:00 am to 1:00 pm
and shift need of bus wash before start of patient overall
about half the office set to ear
to wash a hand and bus wash early first bed and wash
patients taken to wash outside

Location	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323
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TIME SCHEDULE PER WEEK.

Junior High School	2 periods (30 min.) through the year.						
Grade VI	"	"	(20 min.)	"	"	"	"
Grade V	"	"	"	"	"	"	"
Grade IV	"	"	(15 min.)	"	"	"	"
Grade III	"	"	"	"	"	"	"
Grade II	"	"	(10 min.)	"	"	"	"
Grade I	"	"	"	"	"	"	"
Kindergarten	"	"	"	"	"	"	"

Daily morning inspection for all grades.

TIME SCHEDULE FOR TEST

Test edit request (.xml OS) before 8								start time good
W	W	H	(.xml OS)	W	W	H	W	Grade IV
W	W	H		W	W	H	W	Grade V
W	W	H	(.xml TL)	W	W	H		Grade VI
W	W	H		W	W	H		Grade VII
W	W	H	(.xml OL)	W	W	H		Grade VIII
W	W	H		W	W	H		Grade IX
W	W	H		W	W	H		Grade X
								Highly recommended

Only monitor usage for all subjects

subject monitor for 100% of time
and good by 100% of time. The good
(monitoring)

PROBLEM OUTLINE FOR TEACHING HEALTH HABITS FOR CRITICISM.

EARLY GRADES

KINDERGARTEN AND GRADE I.

A. Habits to be Acquired.

1. Washing the hands before meals.
2. Brushing the teeth thoroughly at least once a day.
(Tooth Brush drill.)
3. Keeping fingers and pencils out of mouth and nose.
4. Carrying a clean handkerchief.
5. Bathing the entire body at least twice a week.

One habit should be taken up at a time, and worked upon until a fair degree of success is attained. Then another habit should be added in the same way. (Review laws of habit formation.)

All health should be brought to the attention of the children as much as possible during the kindergarten and first grade. A health chart should be placed on the blackboard and each day the teacher should make a careful inspection to see whether or not the children are observing the habits. Cleanliness should be the motto, and should be observed in the classroom procedure.

B. Things to do.

1. Demonstration of the habits.

When the new habit is introduced, the teacher should have the necessary materials on hand in order to demonstrate the correct procedure which forms the habit. For example, the habit number 1, washing the hands before meals. The teacher should write the habit in its personal form (I wash my hands before each meal today) on the blackboard. The pupils should memorize it. The teacher should demonstrate how to wash the hands.

Articles needed for demonstration are:

- a. Wash bowl and pitcher on a low stand.
- b. Towels, soap, nail brush, nail file.

The class should go through the motions of washing hands. Singing and dramatizing will add interest for the children.

The following sung to the tune of the "Mulberry Bush" has been found effective.

"This is the way we wash our hands
Wash our hands
Wash our hands
This is the way we wash our hands
So early in the morning."

2. Inspection.

Use some method of inspection to see if habits are followed.

3. Measure and weigh the child.

The important thing for us is to get some standard concerning the physical condition of the child. The teacher can form a judgment of the child's condition by measuring and weighing each one of the children and comparing these results with the tables furnished.

4. Have pupils begin alphabet books, composed of cut-outs and pictures.

5. Teach children the necessity for bathing. Teach them to rub the skin hard with a clean towel, and then to go to bed and keep warm.

6. Have inspectors at doors to see that children clean shoes before entering the room.

7. Have on hand a supply of paper napkins for children who forget their handkerchiefs.

8. Emphasize the need of clean hair, well combed and without dandruff.

9. Seat work: Model bathing utensils from clay, make crayon drawings of tooth brushes, drinking glasses, soap and nail files. With kindergarten sticks make the articles used in keeping the health habits.

10. Furnish a child's doll house and teach habits of cleanliness by allowing the pupils to play house. Dolls may be used to carry out the health habits. Make the game of health real to the children by furnishing them with concrete illustrations.

11. Make health posters. Make scrap books showing ways and means of keeping clean, all of these will help to teach healthful living.

12. Teach children to hang up their hats and coats, and to keep them clean.

13. Teach health songs, especially those on cleanliness.

14. Tell health stories.

15. Health games should be taught at recess time as well as in the class room.

16. Dramatize health activities.

17. Bathing--Emphasize the fact that our faces should not be washed in the same water in which we have washed our hands.

18. Eyes--Emphasize care of the eyes. The need for cleanliness and bathing corners of eyes every morning, individual towels, use of separate handkerchief or cloth for infected eyes. Teach danger of dirty towels, and face cloths, of rubbing eyes, and the need for care of sore eyes and eye lids.

19. In teaching the care of the finger nails bring out the beauty and healthfulness of clean nails. Discuss the care of the cuticle as a measure of cleanliness and the harm of biting the nails.

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GRADE II.

A. Habits to be acquired.

1. Washing the hands before meals.
2. Brushing the teeth thoroughly at least once a day.
3. Keeping fingers and pencils out of mouth and nose.
4. Carrying a clean handkerchief.
5. Bathing the entire body at least once or twice a week.
6. Going to toilet at a regular time each day.
7. Playing out of doors or with windows open at least a half hour each day.
8. Sleeping eleven hours or more each night with windows open.

The work of the second grade should be a review of the habits of cleanliness with three new habits added. The inspection should be carried on every day, and the class marks should go on the health chart. Probably the most satisfactory way is to mark the class by rows, introducing the contest idea. Try to adopt some original idea in teaching health.

B. Things to do.

1. Suggestions for Teaching Habit 6--Going to toilet at a regular time each day.

In teaching habit 6, connect the idea of the body being a house with the idea of a furnace to keep us at the right temperature.

- (a) Fuel--food
- (b) Oiling--Exercise
- (c) Removal of ashes--Bowel movement.

We must keep our homes clean inside. We must keep our bodies clean inside, too. Show how garbage pails grow ill-smelling and poisonous if not emptied. Poisons go through the walls of the bowels, if they are not kept clean. Fixed times in the early morning and early evening are best for toilet.

2. Suggestions for Teaching Habit 7--Play and Exercise.

Aim: To teach children (1) how all animals and children need exercise, and (2) where children should exercise. Procedure:

- (a) Children name and imitate the way different animals move.
- (b) Discuss the movements of a baby as it grows--stretching, kicking, creeping, walking, etc.
- (c) How do boys and girls at six years of age exercise?
- (d) How do older members of the family exercise?
- (e) Where should children play? Outdoors; in the yard, park, beach, woods, etc., not on the streets; why?
- (f) How can children help father in the garden?
Teach the children games, folk dances, etc.

Most children do not know how to play. Their recreation consists largely in rude attempts to see who is physically strongest. Games should be employed that will give an opportunity for physical exuberance to express itself, and at the same time to train the child to do team work. Even the physical strength games, like wrestling matches, tugs-of-war, snow-balling may serve in giving many useful lessons in good citizenship if properly managed.

The play instinct should be preserved. Nothing rests the body or brain so quickly as the happy abandonment to the play instinct. The loss of the spirit and the capacity to play derives children and adults of much happiness and, to certain extents, of the ability to recover from the strain of business life. Thus the school should encourage work, exercise for the development of the unused and untrained muscles and free play.

3. Suggestions for teaching Habit 8--Sleeping eleven hours or more each night with the windows open.

- (a) Necessity of sleep--makes a man healthy, wealthy, and wise.
Illustrate in pictures, stories and poems children who are strong and healthy because of sleep. Sleep aids growth.
- (b) Talks and stories to emphasize the need of clean bedding.
- (c) Bad effect of over-eating before bed time--broken sleep--bad dreams, etc.
- (d) Regularity is a great necessity as sleep is the greatest body builder known. Stretch out full length, think of some happy story or incident, and go to sleep. The most restful time is before midnight.

GRADE III

A. Habits to be acquired.

1. Washing the hands before meals.
2. Brushing the teeth thoroughly at least once a day.
3. Keeping of fingers and pencils out of mouth and nose.
4. Carrying of clean handkerchief.
5. Going to toilet at a regular time each day.
6. Playing out of doors or with windows open a half hour each day.
7. Sleeping eleven hours or more each night with windows open.
8. Drinking four glasses of water each day, but no tea or coffee.
9. Eating only wholesome food, including vegetables and fruit.
10. Drinking slowly at least two glasses of milk.
11. Bathing entire body at least twice each week.

B. Things to do.

1. Suggestions of teaching habit 8--Drinking three glasses of water each day, but no tea or coffee.

(a) Teach children to fold their own paper cups--the danger of common drinking cups--the danger of drinking from strange wells or springs.

(b) Outline of subject matter.

Why do we drink water and how much?

Is it best to drink water with meals?

Should we drink slowly or fast?

Why is ice water bad for children?

Why are the following harmful: Tea, coffee, soda water, alcoholic drinks?

Have the children make a list of drinks that are beneficial and give reasons.

Have pupils discuss orally the value of pure fruit juices; also milk and cocoa.

What should we do to make water safe, that we are not sure is good?

How long should it be boiled?

What drinks can we buy at the soda fountains that will not hurt us?

Soda fountains should use individual cups or the glasses should be boiled, not merely rinsed.

Explain the dangers of contagion from the common drinking glass.

2. Suggestions for teaching habit 9--Drinking slowly at least two glasses of milk each day.

(a) Outline of subject matter.

Milk is one of the best all around foods. It is also one of the cheapest. It must be kept clean, cold and covered. It spoils very quickly; it is easily digested, very nourishing, makes blood and bone and muscle. The United States uses 40,000,000,000 quarts a year. This would make a lake large enough to float all the navies in the world. Some milk is converted into butter, cheese and other milk products.

A glass of milk contains a mixture of all the things that make up a perfect diet but one needs other foods too.

Describe pure milk. Pasteurized milk.

Describe sanitary surroundings for cows, milk pails, milk bottles, and other equipment used in dairies.

Have children make poster about milk, encourage them to use milk as a part of the diet. Serve milk for mid-morning lunch. Use milk as a theme for discussion.

3. "Our Trip to Health Land" (A Project) (Adapted plan given in Cleveland School of Education, Summer Session, 1920) This furnishes a good example of a problem in elementary health education.

(a) The train.

1. Discuss the children's experience with trains.
2. Collect pictures of trains.
3. Discuss need of strong engine and what engine must have to be strong.
4. What do we need to become strong?
5. Select names of Pullman cars. ("Pure Food", "Pure Water," "Pure Air,")
6. Observation car is "Health."
7. Make free hand cuttings of Pullman cars.
8. Learn Song "Choo-Choo." (Progressive Music Book, No. 1.)
9. Mount pictures on classroom chart and in individual booklets.
10. Cut or print letters for title of chart "Our Trip to Health Land".

(b) Where to go.

1. Discuss with children what makes an attractive place for a vacation.
2. Collect pictures of different places to visit.

(c) What to take on trip.

1. Collect pictures of suitable things to take.
2. Paste pictures on class chart.
3. Mount pictures in individual booklets.
4. Fold individual drinking cups.

(d) What to eat and what to drink.

1. Select items from printed menu on train.
2. Discuss reasons why certain goods should be selected.
3. Collect pictures to illustrate wise selection.
4. Stress need of plenty of pure water.
5. Need for cleanliness of food and table appointments.
6. Have pupils set model table in classroom.

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(e) What to do on trip.

1. Proper way to sleep.
 - a. Clean, plain bed.
 - b. Mattress not too soft.
 - c. Warm, light bed clothing.
 - d. One pillow.
 - e. Room not too light.
 - f. Plenty of fresh air.
2. Sports.
 - a. Collect pictures of sports.
 - b. Discuss proper length of time and sports.

(f) Healthy Americans.

1. Collect pictures of health men, women and children to take on trip.
2. Mount pictures on class chart and in individual booklets.

It is hoped that the problem method will be used in teaching health. This, if well done, will bring into the classroom real life situations.

4. Suggestions for Teaching Habit 10. (Wholesome Food.)
Outline of subject matter.

- a. Meals should be regular and food should be chewed until well moistened and mixed with saliva. (Have pupils demonstrate with crackers.) Show danger of eating between meals and of bolting food. (stories-negative)
- b. Serve hot food or drink of some kind for school lunch. Take this opportunity of talking with the children about the proper food to bring to school for lunch.
- c. Chewing of foods--how the elephant, tiger, horse, dog, chews his foods--how boys and girls should chew.
- d. Foods--fuels for our furnace.
- e. While weighing and measuring the children discuss reasons for individual loss and gain. Teach them the reasons for malnutrition; Excessive indulgence in sweets (candy, soda, and pastry) or indigestible foods, poorly planned meals, eating irregularly (between meals,) bolting food without chewing, tea or coffee instead of milk, insufficient sleep, poor ventilation, too many moving pictures, over-exertion or lack of exercise, overwork in school or out, decayed teeth, diseased tonsils, adenoids or beginning of some serious disease, habitual constipation.
- f. Hot lunches.

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Recently a bad case of discipline in a New York school was cured by feeding the boy hot soup each noontime. Hunger has never been known to improve anyone's disposition. Nourishing food quite frequently does. The school will serve hot cocoa or soup or wholesome, nourishing food at the noon hour, is encouraging cheerfulness and quickening attention.

The hot lunch also serves to give the teacher an opportunity to discuss food values, and to teach the preparation of simple dishes.

Parent-Teachers Associations frequently take charge of the preparing and the serving of these warm dishes. This has the additional advantage of bringing the parents to the school house and interesting them in a practical manner in the conditions that exist there. If each mother could serve children during each noon hour for one day each month, the work would not fall heavily on any one person, but would familiarize each one with the sanitary conditions of the school. Weighing and measuring carried on at the same time will help to demonstrate the results obtained.

Pupils of the upper grades may be called on to cook and serve meals for the younger children, and this will add interest.

Three substantial meals a day--and yet how may this ideal be accomplished if the child must carry his noon meal to school in a box. The food in a lunch box is almost necessarily cold and concentrated--yet digestion is facilitated by warmth and dilution. Eating a box lunch is in a sense a solitary process; yet digestion is favored by pleasant social intercourse. Nor are these the only ones who suffer from the cold lunch; the teacher after a taxing morning session finds little in her lunch box that stimulates appetite and induces relaxation. A midday meal of cold food, eaten five days a week throughout the school year, is almost certain to have a harmful effect on the health, and the disposition of both teacher and children.

To improve the character of the noon meal, the practice of preparing at school one hot dish is rapidly growing: The teachers who have tried it are enthusiastic about its results and say that:

- (1) The children are more attentive in the afternoon.
- (2) The noon hour is much easier for the teacher; even one hot dish has a soothing effect, and teacher and pupils sit down to a quiet social meal.
- (3) It affords the tactful teacher an opportunity to make suggestions concerning the kinds of food children should bring in their lunch boxes from home. She may announce the hot dish for the next day, and then advise the children regarding the food that will be good supplements to that hot dish. Many lessons in nutrition may thus be taught.

(4) Children who at home are allowed to cultivate likes and dislikes in regard to food, at school learn to eat what the other children are eating. Having acquired a taste for these foods at school the children ask for them at home; thus the influence spreads from the school to the home.

(5) The tactful teacher will also be able to train the children into habits of consideration for others and the observance of the usual forms of good table manners.

(6) When there are foreign-born children in the rural school, the noon lunch becomes the method for teaching them American cooking. On the other hand, the foreign-born may enrich our knowledge of cookery by teaching us their own methods of preparing food.

The food prepared in school should be simple in character in order that it may be eaten by the younger as well as the older children. Milk should be used very frequently as it is rich in building material. The recipe selected should be such as may be prepared in a short time and with the limited equipment available in a rural school. It is expected that only one hot dish will be prepared each day. Even such a simple food as a cup of hot cocoa will be a most welcome and valuable addition to the child's lunch, and will be relished by the children day after day.

(g) Teach the need for regulating or "scrubbing-brush" foods, such as lettuce, greens, various rough-fibered vegetables, shredded wheat biscuit.

(h) Teach the danger of fried foods.

(i) Have the children select pictures of all kinds of cereals. Tell how they grow--learn the names. What cereals do the children eat? Why do they make children grow? (Use cooked cereals for lunch. Receipt--one quart of milk, two tablespoonfuls of cereal, cooked several hours in double boiler.)

(j) Have the children select pictures of fruits, learn names. Tell how they grow. Where? What kind they have seen, eaten and liked. Tell them of fruits they do not know. Need for eating fruit slowly. How to cook fruits. Use stewed fruits for lunch at noon. Dried fruits, use seed catalogs. Select vegetables and learn names. Plant a garden. Plant seeds in school yard or in sandbox garden in schoolroom.

(k) Bring pictures of animals and fowls from which we get our meats. Pork, veal and fried meats are hard to digest. Eat meat once a day, preferably at noontime. Plan meat sandwiches for lunch.

(l) Sweets are good for us only at the end of a meal--not between meals. Proper sweets--honey, pure syrup, stewed fruits, ice cream and ices.

(m) In drawing class, draw fruits and vegetables, etc.

(n) Connect food lessons with geography. Locate places from which various foods come. Teach health words in spelling. English and writing may also pertain to food values. Illustrate composition with drawings or pictures cut out of seed catalogs, etc.

(o) Children who are underweight should eat some wholesome food in the middle of the morning and in the middle of the afternoon.

(p) Have pupils use cutouts of food from which to plan meals. Let them play "Cafeteria" and compute the cost of meals selected together with food values.

(q) From seed catalog have them plan their home and school gardens early in the spring.

MIDDLE GRADES

Fourth, Fifth, and Sixth Grades.

In these grades the pupils have turned from fancy to fact.

Stories interest them but they are more likely to demand tales of real heroes, whom they frequently attempt to imitate. This is the time for telling of Pasteur, Gorgas, Dr. Grenfel, Trudeau and others.

The instruction must relate to daily practice, and must arouse self-activity. This is the period when active competitions and contests are more successful.

The instruction should be concrete; and the pupil's beliefs must be tinged with emotions and have an outlet in health activity. The teacher will succeed best who insures the grasp of one or two topics in a lesson and does not try to cover too much ground, who has daily inspection and the constant repetition of health habits and yet does not allow the pupil to become bored.

Among other things the teacher should be informed about the topics taken up in preceding terms, and should try to fix the results of previous instructions, as well as to teach the new.

GRADE IV.

A. Habits to Be Acquired.

1. Washing the hands before meals. Cleaning the finger nails.

2. Brushing the teeth thoroughly at least twice a day.

3. Carrying of a clean handkerchief and using it to protect others when spitting or coughing.

4. Going to toilet at a regular time each day.

5. Sleeping eleven hours each night with windows, open.

6. Drinking plenty of water each day, but no tea or coffee.

7. Eating three wholesome meals each day.

8. Eating cereal or bread, green watery vegetables and fruit., but eating no candy or sweets unless at the end of a meal.

9. Avoiding accidents to others and oneself. Safety in crossing streets (roads)
10. Sitting and standing straight.
11. Bathing entire body at least twice each week.

B. Things to Do.

1. Suggestions for Teaching habit 3-- Carrying of a clean handkerchief and using it to protect others when spitting or coughing.

At this period of life teach the child the idea of service to others. That service should be to protect others from disease. Arouse the conscience of the child against spreading infection.

(a) Tell the story of the Wooden Horse of Troy to illustrate the ways germs may enter our bodies unsuspected by us. How do disease germs enter the body? Where do they multiply? How are diseases spread? Name diseases spread by mouth and nose secretions? Why are these diseases so dangerous to children? Name diseases spread by excretion of bowels and kidneys.

What can we do to prevent the spread of diseases carried by mouth and nose secretions?

(b) Use handkerchief for sneezing--wash hands before eating--stay home when ill--isolate all children with communicable diseases--burn all sputum and nasal discharges--keep fingers, pencils, etc., out of mouth and nose--do not share candy, apples, or anything to eat.

(c) To prevent spread of disease by bowel and kidney excretions, screen the house and destroy the breeding place of flies and mosquitoes--kill all rats (they harbor dangerous fleas)--disinfect all excretions from sick people--make all toilets fly-proof by screens--keep garbage cans covered--do not let rubbish accumulate--do not let manure stand unscreened. (Chloride of lime, 1/5 of a pound to a gallon is a cheap, efficient disinfectant. Dissolve in water and mix thoroughly with material.)

(d) Isolation--what, how and why?

(e) Disease germs.

1. What are they?
2. Where they thrive?--On cells of the body which are alive and which must not be poisoned or injured.
3. What they cause? Sickness by poisoning cells.
4. Where they come from--Filth--bodies of the sick.
5. How they get into the body.
6. How can we prevent germ disease?

- A. Destroy all germs that come from the bodies of the sick.
- B. Take care of wounds, protect yourself from biting insects, guard the mouth and home.

(f) Have your handkerchief.

- 1. In your pocket--not on the desk where it will get dirty.
- 2. Use it for keeping your nose clean--not for cleaning your desk, or wiping apples.
- 3. Use it yourself.
- 4. Do not lend it to any other person; you may get some disease.

(g) Teach the boys and girls not to handle things that have been contaminated.

(h) Colds.

As yet colds are not quarantined or warned against but we know they are infectious and catching, and we realize how serious they may become. People with bad colds should stay away from public places until they have recovered.

2. Suggestions for Teaching Habit 9--Avoiding accidents to others and oneself. Safety in crossing streets-roads.

(a) Things to watch out for--nails, flower pots on window ledges, safety pins, needles, sharp scissors, glass, latches, files--street crossing, trolley cars, fish hooks, rifles, ("Boy, bun, joy, fun, gun, bust, boy dust") rats, tuberculosis germs, live wires, railroad tracks. (The right of way was bought by a company for building a railroad. The railroad is not a public street.) Also teach danger of taking the wrong medicine, hanging on wagons or automobiles, chasing balls or playing with things in front of motors or street cars.

(b) Have children make posters illustrating getting off street cars, crossing streets, accidents as a result of carelessness, etc. Make Safety First posters and signs such as "Stop, Look, Listen," "Look Both Ways Before Crossing," "Danger," etc. A sand table project could be worked out in connection with this.

(c) Prevention of Accidents.

- 1. Put away playthings--straighten rugs--keep halls and stairways clear--put sand or ashes on icy walk.
- 2. Dangerous places to play--in the street, near a lake, or a river, porch rails, banisters, high windows, and trees.

(d) School accidents.

1. Watch and be guided by traffic officer.
2. Don't play in the street--look first to the left and then to the right when crossing the street--in passing behind a vehicle look and see what is coming.
3. Notify officer if tree or other obstruction is in street.
4. Never touch a wire that is down--guard until some officer is notified.

(e) Community accidents.

1. Watch automobiles on the public highway.
2. Beware of animals in pastures or fields.
3. Watch for snakes and bees when playing in fields.
4. Do not approach horses, cows, or cattle in barn-yards.
5. Stay away from dangerous machinery on the farm or in factories.
6. Crossing bridges on the way to school.
7. Beware of deep water.

3. Suggestions for Teaching Habit 10--Sitting and standing straight.

(a) Hang posture charts where children can observe them closely. Explain importance of good posture.

(b) Obtain a mirror, have children file slowly by and observe their own carriage--discuss improvement. Teach correct sitting posture, standing, posture and proper position for feet. Permit those who show most marked improvement in posture to head lines.

(c) Tell story of the Prince and the Robber children from Winslow's healthy Living Vol.1.

(d) Proper Shoes. Demonstrate with smoked paper--imprint of child's foot, choosing, if possible, (1) a strong arch, and (2) a weak arch. Bring out the danger of wearing of poorly fitted shoes. Permit children to show how the Indian walks, how the Chinese lady walks, how the lady in French heels walks, how the lady in sensible shoes walks.

(e) The value of exercising the muscles of the feet after removing the shoes and stockings at night.

1. Standing on tip toes with the feet pointed straight.
2. Rotary motion, in, out.

3. Spreading of toes wide apart.
4. Pointing the foot down, drawing forward as far as possible.

Flat foot--man's upright position causes a strain at ankle and instep. A normal foot has a well defined arch. Ill fitting shoes and bad posture weaken the muscles of the arch. Exercising these muscles, if begun in time plus hygienic shoes, will correct this condition.

(f) Shoes--The inner edge of shoe should be straight, the heels, low and broad--the soles and uppers flexible. Tight lacing should be avoided, as it interferes with circulation.

(g) Stockings--right length--changed daily.

(h) Make posters showing correct posture.

(i) Suggestions for good posture habits.

1. Things to avoid.

- (a) Marching with arms folded behind back, or with hands on hips with thumbs meeting in the back.
- (b) Marching with heavy step.
- (c) Marching with head bent forward.
- (d) Leaning against wall or door.
- (e) Standing on outer edge of foot.
- (f) Shifting from foot to foot.
- (g) Shoes run over at either side.
- (h) Twitching of foot muscles.

2. Fundamentals of good standing positions.

- (a) Heels two or three inches apart, toes pointing about straight forward.
- (b) Knees straight.
- (c) Stand tall.
- (d) Shoulders down.
- (e) Arms hanging loosely.
- (f) Weight mostly on the balls of the feet.

3. Good sitting positions (listening)

- (a) Feet on floor.
- (b) Hips pushed well back in seat.
- (c) Hands relaxed, usually in lap.
- (d) Sit tall.

4. Recitation.

(a) In active attention incline, do not bend, the trunk slightly forward. The movement takes place of hips.

(b) Secure natural ease and economy of movement in rising, sitting, and changing positions.

(c) For all short answers and other parts of a recitation permit pupils to remain seated, but for more extended replies or statement, require them to walk to the front of the class with good posture, and stand properly while reciting.

(d) When before the class, as in reading, keep the head up, chest forward, hold book in left hand, and read to the class, not to the teacher.

In grade four, supplementary reading dealing with personal hygiene should be supplied the pupils.

GRADE V.

A. Habits to Be Acquired.

1. Washing the hands before meals. Washing face, ears, and neck, and combing and brushing hair.

2. Brushing the teeth thoroughly at least twice a day,-- brushing front, back and the chewing surfaces of all teeth.

3. Drinking at least four glasses of water. Drinking no tea or coffee or other harmful drinks.

4. Going to toilet at a regular time. Washing hands afterwards.

5. Sleeping ten hours, with windows open, stretching out "long" while waiting for sleep.

6. Sitting and standing straight. Nose breathing.

7. Bathing of entire body at least twice each week.

8. Chewing of food thoroughly, eating slowly and avoiding violent exercise after meals.

9. Eating of a well balanced diet.

10. Cultivating the habit of using individual cup for drinking and individual towel for washing. Protection of others when coughing or spitting.

11. Cultivating personal neatness, and a neatness in environment.

Supplementary reading is urged for this grade. Good stories of personal, school and community health should be read. Take up a study of a good book on health.

B. Things to Do.

1. Suggestion for Teaching Habit 5--Sleeping ten hours with window open. Stretching out "long" while waiting for sleep.

a. Rest.

1. Why should we rest.

- (a) To regain strength lost by exercise--animals play, but rest and sleep invariably follow.
- (b) To repair waste.
- (c) To refresh the nerves.
- (d) To relieve the tired muscles.

2. When we should rest.

- (a) After long study periods.
- (b) After prolonged play.
- (c) Before and after meals.
- (d) Whenever tired.

3. How we should rest.

- (a) By changing work.
- (b) By changing work for play, or play for work. (When we use one part of the body we rest another.)
- (c) By doing no work or play. (This is complete rest.)

b. Sleep.

1. Why we should sleep.

- (a) To rest the brain and muscles.
- (b) To allow the body to grow.
- (c) To enable the body to repair itself.

2. Where we should sleep.

- (a) In clean, well-ventilated bedrooms, with fresh air coming through open windows and doors, with comfortable, well-aired bed, neatly made; and with plenty of light covering.
- (b) On screened porch with an abundance of covering.

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c. Recreation.

1. Why taken.

- (a) To relieve the monotony of life.
- (b) To rid our minds of care.
- (c) Relaxation.

Study of proper position of body for resting, sitting, lying, standing. For real rest, mind as well as body should be quiet. Rest is a treatment for disease, for undernourished people, and for nervousness. Ill effect of laziness. How it is different from rest.

2. Suggestion for Teaching Habit 7--Bathing of entire body at least twice each week. Clean underwear at least once a week.

Teach the need for clean clothing, for having separate clothing day and night, for airing clothing, for frequently changing garments, brushing out doors, hanging when not in use. Emphasize the ill effects of wearing rubbers, sweaters, or wet clothing in school.

3. Suggestions for Teaching Habit 6--Sitting and standing straight. Nose Breathing.

a. Have the class practice deep breathing exercises. Use sponge to illustrate lungs.

b. Suggested topics on the care of the lungs.

- (1) Breathe on hand. What did you feel? Air.
- (2) Take deep breath. Again--again.
- (3) Teacher blows up a toy balloon while pupils observe.
- (4) From their observation they readily see that the air from breathing makes our chest swell up, just as the air in the balloon swells it up.
- (5) Discuss method of breathing; changes in the air from breathing, effects of bad air.
- (6) Place two plants in window, one covered with glass, shutting out air, one having plenty of fresh air. Watch results.
- (7) Place hand in front of mouth to see if air we breathe out feels fresh--No.

c. How to have healthy lungs.

- (1) Breathe pure air.
- (2) Keep body clean by frequent breathing.
- (3) Correct posture.
- (4) Wear Loose clothing.
- (5) Daily exercise.

4. Suggestions for Teaching Habit 10--Cultivating the habit of using individual cup for drinking and individual towel for washing.

Protecting others when coughing or spitting.

Review lessons for former grades on infection. (See pp.10 & 37).

5. Suggested topic for Teaching Habit 11--Cultivating personal neatness, and a neatness in environment. Hygiene of the Classroom--(See page 8.)

GRADE VII

A. Habits to be Acquired.

1. Cleanliness and neatness of self and surroundings.
2. Avoidance of tea, coffee, alcoholic drinks, drugs, and narcotics.
3. Balanced diet.
4. Elimination.
5. Exercise, fresh air, and good posture.
6. Sleeping ten hours with windows open; using small pillow or none at all.
7. Bathing entire body. Keeping hair and scalp clean.
8. Self inspection of temperature (should be 70% in every room occupied) and ventilation.
9. Mental hygiene--cheerfulness, straight-forwardness, cleanmindedness.
10. Unselfishness, fairmindedness, and gentleness.
11. Care of the eyes.

B. Things to Do.

1. Suggestions for Teaching Habits 9 and 10--Mental Hygiene.

a. Health of mind.

1. The law of good workmanship shall be the aim.

(a) At school, which is free to every child. Which is equipped with the idea of giving every child an opportunity to learn to do the things he wishes to do in the right way. Which required application. Which delights in appreciation.

(b) At work where interest and appreciation count. Where "Excellent," not "Passable" is the goal. Where our best effort must be given. Where there is not room for envy.

2. Self-reliance--what it is.

- a. An admirable trait. When hard problems come up. When an emergency arises. When responsibility comes. When pupils respect their seniors. When a pupil stands for his convictions.

3. A reliable citizen is:

- a. Honest.

- 1. in word.
- 2. in act.
- 3. in thought.

- b. Truthful.

- c. Trustworthy.

- 1. In Fulfilling promises.
- 2. In confessing error.
- 3. Making good for harm done.

4. The good citizen finds himself well equipped for the battle of life, because he has learned to obey the laws of health, habit, and reason.

- a. Laws of health--clothes, body, mind, food, sleep, exercise, fresh air, and cleanliness.
- b. Self--control--speech, temper, and thought.
- c. Self--reliance--respect authority and older persons but decide for oneself.
- d. Reliability--honesty, uprightness and responsibility.
- e. Sportsmanship--play clean, play fair, lose gracefully or win generously.
- f. Duty--"Do unto others as you would have them do unto you."
- g. Workmanship--team work, cooperation and kindliness.
- h. Loyalty--A true son or daughter, brother, or sister, a prominent citizen, and a lover of all things, be human.

5. Fair play.

- a. Honesty.
- b. Orderliness.
- c. Friendliness.

6. Cooperation--for the sake of others and oneself.

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Чтение 18

2. Suggestions for Teaching Habit 11--Care of the eyes.

- (a) Take care of the eyes, for upon this depends much of your safety and success.
- (b) Always hold your head up when you read.
- (c) Hold your book fourteen inches from your face.
- (d) Be sure the light is clear and good.
- (e) Never read with the sun shining on your book.
- (f) Never read in the twilight, in a moving car or while reclining.
- (g) Never face a bright light while reading.
- (h) Face so that the light comes over your left shoulder.
- (i) Avoid books with indistinct or small type.
- (j) Rest your eyes by looking away from your book.
- (k) Cleanse your eyes night and morning with pure water.
- (l) Never rub your eyes with the hands or an unclean towel, handkerchief or cloth.

UPPER GRAMMAR GRADES.

GRADES VII AND VIII

Habit to be acquired.

It is urged that pupils of these grades review the habits of the first six school grades, but in addition should take up the work in hygiene as found in text books. Also, it is recommended that pupils of these grades be introduced to the community club idea.

B. Things to do.

1. Suggested outline of work.

- a. Continue practising health habits.
- b. Hygiene course.
- c. Athletic tests.
- d. Measuring and weighing.
- e. Posture.
- f. First aid.
- g. Swimming and life saving.
- h. Scouting and Camp Fire Activities.
- i. Community Sanitation.

2. Suggestions for Teaching Community Sanitation.

a. For pure air:

- (1) Ventilation of buildings.

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- (2) Suppression of smoke and gas.
- (3) Tenement house laws and inspection.
- (4) Cleanliness, and outbuildings.

b. For Pure Food:

- (1) School lunches.
- (2) Pure food and drug laws.
- (3) Inspection of slaughter houses.
- (4) Inspection of markets and dairies.
- (5) Inspection of cold storage.

c. For Pure Water:

- (1) Wells and water systems.
- (2) Stream protection and filtration.
- (3) Sewage disposal.

d. For exercise:

- (1) Gymnasiums.
- (2) Playgrounds.
- (3) Athletic fields.
- (4) Skating ponds.

e. For Cleanliness:

- (1) Disposal of household waste.
- (2) Street cleaning.
- (3) Public baths.

f. To avoid contagion:

- (1) Medical inspection for schools.
- (2) School nurses.
- (3) Vaccination.
- (4) Quarantine--local, state, national.
- (5) Insect extermination.

(Give a ten minute talk on the life work of Colonel W.C.Gorgas in Cuba and Panama.

g. To restrict use of drugs:

- (1) Temperance of societies.
- (2) Regulation of sale and manufacture of alcohol and tobacco and drugs.

h. To regulate working hours and conditions:

- (1) Properly equipped schools.

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leaf with the root (S)
name to posterior leaves (S)
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Top Part Leaves

earliest name has name (I)
earliest has posterior name (S)
earliest leaves (S)

Leaves for B

earliest (I)
earliest (S)
earliest (S)
earliest (I)

Leaves for C

earliest foliage to leaves (I)
earliest leaves (S)
earliest (S)

oldest leaves off

oldest has name to earliest (I)
earliest leaves (S)
earliest leaves (S)
oldest leaves (S)

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oldest to earliest (I)
to earliest has name to earliest (S)
earliest has name to earliest

oldest leaves has name to earliest off

oldest beginning (I)

- (2) Child Labor law.
- (3) Factory inspection and regulation.
- (4) Consumers' League.
- (5) Child labor associations.

i. Miscellaneous agencies:

- (1) Ambulance service.
- (2) Hospitals.
- (3) Vital statistics.
- (4) Baby-saving campaigns.

(Make up such a list for your community)

3. Study private and public health organizations and find out what each is doing. What part of the citizens has to do. Find out the cost of up-keep of each. Saving to the public thru their work.

4. Written exercise on local health laws and their observance. Discussion local laws. Personal responsibility.

5. Have class select some American citizens who have especially exemplified each law of right living. Bring pictures of them, if possible, and tell how they kept the law.

6. Establish a Bulletin Board and keep it decorated with health poster, health charts, clippings and anything which might be of special interest to the student body. These should be changed frequently so that they may be an incentive to watch the board.

7. Have pupils do setting-up exercise at home in order that those who will go into the business world within a few years will have formed the habit of daily exercise.

8. Have pupils collect clippings on health and also start a health library.

Andress, J. Mace: Health Teaching in Rural Schools. MacMillan Co., Boston. Cleveland Outlines in Health Education. Cleveland, Ohio.

Publications of the American Child Health Association. Metropolitan Life Insurance Co., and other agencies.

Suggested outlines from New Jersey State Department of Health.

CLASS-ROOM INSPECTION

1. Meeting for purpose of inspection be held five minutes before the last bell is rung for school. Pupils who are late for this meeting have one point off on their health card.
2. Meeting after the last bell. Inspector going down the aisle looking over the pupils, followed by the secretary, who records in the book the code number of defects.

WHAT INSPECTORS AND SECRETARIES RECORD.

Individual Inspection

Code No.

- 1 Hair clean and brushed--all nits removed.
- 2 Hands and wrists clean.
- 3 Finger-nails clean.
- 4 Face, neck and ears clean.
- 5 Eyes clean.
- 6 Teeth clean.
- 7 Shirt clean and fastened closely at the neck and necktie tied.
- 8 Blouse clean and ribbons pressed and tied.
- 9 No outside wraps or overshoes on in classroom.
- 10 Clothes mended and brushed, no buttons missing, no safety pins.
- 11 Shoes cleaned and polished, and no broken shoe-strings.
- 12 Clean pocket handkerchief.
- 13 Punctuality.

ROOM INSPECTION

Code No.

- 1 Ventilation.
- 2 Floors clean
- 3 No dust.
- 4 Light.
- 5 Temperature.
- 6 Desk adjustment necessary.

WILTON'S MOON-SEAL

erotic settings with men as participants to examine the effects of sex on men's sex drive. Studies have not been able to find any evidence that sex drives men to have sex more often than women.

While sex may increase sex drive, sex does not have a significant effect on sex drive. Sex does not have a significant effect on sex drive. Sex does not have a significant effect on sex drive.

WILTON'S MOON-SEAL

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The secretary for the boys and girls keep an ordinary blank copy book with names of the pupils. In this way the monthly records of the pupils may be kept with using the code signs to tell just how the pupil failed in his morning inspection. When the pupil has received three marks against him for the same defect, the Secretary reports it to the school nurse. The nurse takes up a case and if her own personal influence is not sufficient to bring about a change she calls in such assistance as she may see necessary. The nurse should call the secretaries and inspectors together at least once a term for the purpose of counsel and instruction in class inspection.

The inspectors also record the results of the room inspection on the bottom of the page, below the class record. This is given to the teacher who shall make such adjustments as are necessary to correct any irregularity or carelessness on the part of the class or the janitor.

At the end of the month the secretary adds up the number of marks recorded on the book and makes an average of the class. This average is usually made during an auditorium period under the supervision of the vice-principal, or the principal of the school, or possibly under the supervision of the president of the Health Association. The percentages are determined in the following way: Assuming that there are twenty school days in the month and forty pupils in the class, and that the pupils all were perfect in every respect during the month--no marks recorded against them--we then have twenty perfect days for forty pupils, or 40×20 which equals 800. Deduct from this amount the number of pupils absent during the month. If, for example, there were 9 absences, then 9 is deducted from 800 and the result, which is 791, will represent the highest possible number of credits that can be obtained. Let us suppose that there were 36 defects found: 36 from 791 is 755. This figure (755) shows the actual points made during the month. To arrive at the percentage, the points made are multiplied by 100 (735×100 equals 75,500) and the product is divided by 791, the highest obtainable number of points, giving the percentage which in this case is 95.43%. Read the results of all classes at the end of the month at the general meeting of the Health Association in assembly. Award of banner on health day.

CLASSROOM METHODS FOR TRAINING¹
CORRECT POSTURE.
(With Demonstrations)

In our schools there is an army of round-shouldered children whose condition as to posture is a reproach to education and a disgrace to that branch of it for which I stand--physical education. In a majority of cases these children enter the school in far better posture than when they leave it. Through the grades, into the high schools, and beyond into the normal school and college, this distortion grows under our eyes and while we are responsible for physical development.

Are the school environment and the school occupations to blame? Undoubtedly they may be arraigned for a large share of this responsibility. Is physical training as practiced in most of our schools to blame? One may answer again, "Undoubtedly." That this deformity exists in spite of the fact that the usual physical training procedure undertakes as one of its major functions to correct it, is in itself an arraignment of the conventional procedures employed. If these do not produce better results, then they must be at fault and improvements must be sought in more efficient methods, or more effective ways of using those in vogue.

The classroom methods which are to be demonstrated to you today and which have been officially indorsed by the American Posture League, have achieved good posture estimated in actual figures, in from 70 to 85 percent of the students in elementary, high schools, normal schools, colleges and adult classes, where they have been used. The methods are both psychological and physiological in their appeal, and they make more effective existing physical training procedures.

EDUCATIONAL VIEWPOINT

The point of view from which one approaches this subject is fundamental, and here at the outset we have a radical departure from traditional usage. For years it has been taken for granted by far too many educators as well as parents, that round shoulders and slouching attitudes in children will outgrow them. For years physical trainers have looked upon their work for posture as one of correction, a remedial measure to be applied after bad posture has developed.

¹ Bancroft, Jessie H. Assistant Director of Physical Training, Public Schools, New York; President, American Posture League.

Nothing could be further from the facts than this point of approach. It is no more intelligent nor abreast of our later knowledge than the old idea that children must necessarily have mumps, measles and whooping cough was, that these were "diseases of growth," necessary to be suffered, and that the child was somehow better for the ordeal, even though serious consequences sometimes ensued.

Such a view of these other childish illnesses we now know to be not only obsolete but inhuman, and we have strict quarantine laws to check as quickly as possible any spread of contagion and save children from the depleting influence of such illnesses, with their retardation of growth, drain on vitality, and danger of specific lesions that may be a handicap for life.

We have no more reason to look upon poor posture as a necessary and harmless phase of growth than so to view these childish illnesses. Indeed, we know very definitely that many lifelong chronic, constitutional derangements, breaking out occasionally in acute illness of one kind or another, or resulting in a lowering of general tone and physical efficiency, may come from poor posture, with its tendency to decrease lung action, and its possible interference with digestion and elimination. Moreover, the poor posture itself, characteristic, and expressive of weak physical power, weak mentality, and weak character, and imparting to those who see it an impression of such weak conditions, is a handicap that we have no right to thrust upon a child or passively allow him to develop.

We need, then, first of all, to view the subject from the standpoint of prevention. Through the child's clothing and his occupations, especially in school, we subject him for most or all of his waking hours to molding influences that we know would distort any other growing thing. Our first duty is to remove these conditions in the environment.

But an educational view of the subject will go even further. Such a view, as advocated by the American Posture League, calls not only for prevention of poor posture by removing adverse influences in the environment, but also calls for realization of the fact that the little child who has learned to walk alone has not acquired once and for all the power to hold himself erect.

The muscular adjustments that balance the trunk upon the thigh, the head upon the trunk and the shoulders in their proper place, undergo continual change throughout his twenty-odd years of growth, because of the continually changing proportions of the different parts of the body. At first the legs are very short and the trunk and head proportionately large; a little later the legs grow very rapidly in proportion to other parts of the body; then the trunk grows rapidly in general bulk and also changes

in shape; the arms, at first short and suspended from shoulders poised at the side of the barrel-shaped trunk, later grow very rapidly, and their weight, which might drag the shoulders and chest forward and downward if poised as in early life, is carried farther backward by the natural settling onto the back of the shoulder-blades as the chest widens in its lateral diameters.

These changes in body growth call for training of the sense of erect posture and of the changing muscular coordinations that sustain it. To this end there should be in our schools a positive training rather than a passive waiting for distortion to manifest by the class teacher as well as by the specialist in physical training, for the best results in posture can never be obtained unless the class teacher herself has an active part and responsibility in the work; for, obviously, if attention to posture be accorded only by a specialist who sees the pupils once a day at the most, and often only two or three times a week, the results can not be effective.

These methods call, first of all, for recognition of good and poor posture on the part of the teacher. For this purpose the Posture League has discarded the time-worn, analytic directions that have so signally failed to achieve results--such directions as "Head up," "chin in," "neck back," "chest out," "waist flat," "hips back," "abdomen in," etc.,etc. Such directions concentrate attention of both teacher and pupil on but one small segment of the body at a time, whereas it is a total impression that is needed. To simplify this recognition of posture by the teacher, and the feeling of it by the child, The Posture League has adopted the line test illustration on the wall charts issued in its educational work. By this line test the common "Fatigue," relaxed or slump posture is recognized by the zigzag line into which the body falls seen in profile, as compared with the vertical line of correct posture.

This straight line should not be confused with the traditional direction that a line should fall through the ear, shoulder, hip and ankle. There is no scientific foundation for these last-mentioned landmarks, and the Posture League does not indorse such a formula. The straight line which it advocates is simply that of the apparent diameters of the three main segments of the body, namely, head and neck, trunk and legs. In passing, the difference should be noted between the apparent diameter of the external contours as these would appear to the eye in drawing the figure and the anatomic diameters, which may be quite different.

This posture is the one in which the great anatomic divisions of the body--head, thorax, abdomen, pelvic cavity, thighs, knees, and ankles--are so poised, one above the other, that the least muscular effort, and the least ligamentous strain, are needed to

hold them upright. It is also the posture in which internal organs rest in their natural positions and relations, with adequate room to perform their functions. It is, therefore, the posture of greatest efficiency for the functioning of the body, whether organic or muscular.

TRIPLE TEST

In these efficient methods, then the teacher sees the figure as a whole, either straight or zigzag, and on this basis takes an inventory of her class to determine how many have good posture and how many have poor. But it would obviously be unfair to judge this solely by the standing position, as many can assume correct posture for a few minutes, but lose it as soon as the mind is diverted, or habitual activities are resumed. It therefore becomes necessary to standardize the subject, to adopt certain criteria of endurance in good posture which it is wholly reasonable to expect the school to produce. This has led to the so-called triple test, which consists in judging the posture through a systematic trial in standing, walking and exercises. (The test was then demonstrated.)

This test serves several purposes. First of all, it is a standard of measurement with which to judge of attainment and results, something easily and quickly used by the class teacher as well as the specialist. It is the first practical standard of measurement of physical training that has been devised free from the laboratory methods and technic that are impracticable for general school use. This test is repeated for the entire class once a month.

GROUPING OF CLASSES

On the basis of this triple test the class is divided into two sections, positions for which are taken thereafter for every lesson in physical training.

Here we reach the keynote of the psychological power of these methods. It is twofold. First of all, the pupils will work with keen zest--on home exercise, habitual posture, school gymnastics, or any other requirement--to be promoted to division 1 for posture, the good posture division. The physical demarcation between these two divisions (that is, their grouping in opposite halves of the room) is a very real element in arousing this ambition for promotion and should not be neglected. Otherwise any poor posture pupil lost in the mass through promiscuous placing for the physical training lesson loses thereby any pointed appeal to his pride for promotion to the good posture division.

PERCENTAGE RECORDS

In the second place, the psychological appeal is made to both teacher and pupils by estimation of the percentage of the class in the good posture division. This record is posted on the blackboard for estimating achievement, and a tangible objective for which to work in bettering the record. For instance, if but 30 per cent of a class passes the triple test, neither pupils nor teacher will rest with such an achievement in posture any more readily than they would in any other subject. To watch the percentage grow from month to month, therefore, becomes one of the most interesting and gratifying phases of the work.

GROUP TEACHING

This segregation of pupils who have poor posture has a pedagogical value in the opportunity it gives for group teaching. The teacher can concentrate her attention during a physical training lesson on those pupils who most need her help, while the remainder of the class is responding to the same commands for exercise, but with less detailed assistance from her. It is with this division 2, or poor posture division, that the teacher's main effort is needed; and her methods with it require special elucidation.

Each pupil should be put in the correct posture and asked to relax and resume it until he can assume it independently and without strain or exaggeration. This constitutes a posture drill. (Methods demonstrated).

In training for correct posture, whether this has ever gone astray or not, two points need to be borne in mind: (1) the need for strengthening of abdominal and posterior muscles, the latter especially in the region of the scapulae and neck; and (2) the avoidance of reactions into poor posture that may make some otherwise very good exercises a means of cultivating bad posture.

Abdominal muscles may best be developed in the classroom with exercises taken on the desks, and in the gymnasium, or at home, with exercises taken in the recumbent position. The importance of these abdominal exercises should be strongly emphasized, as the position and functioning of the major organs of the trunk are largely dependent on the tone of these muscles, which form the front wall of the abdomen and have no body structure to reinforce them.

Exercise for posterior muscles is rendered necessary by important facts of growth already mentioned (Swinging around onto the back of the shoulder blades as the chest widens laterally), and the further fact that nearly all our occupations, especially in school, call for a reaching forward with the arms, which keeps the posterior muscles on stretch and their antagonists contracted for so large a portion of the time that this becomes habitual.

The best exercises for the shoulder-blade position are those in which the arm is bent into a short, working lever, as such movements, are less likely than long-lever exercises to be accompanied by the reactions that throw other parts of the body (as the head and hips) out of positions. (Demonstration of exercise taken with hands on shoulders and consisting of movement of elbows forward, sideway (at shoulder level), backward and downward.

There can be no doubt that our traditional physical training procedure has in many ways been responsible for much bad posture. Among the most flagrant offenses in this line are the unnecessary urging of corrective movements of postures to the point of exaggeration--a procedure that leads to an unnatural strain on tensions of muscles, giving distorted instead of a correct idea of what constitutes good posture, and producing attitudes that can not be held without extreme effort. This effort is necessarily relaxed after a few moments, and the result is a slouching position cultivated, rather than corrected.

Another way in which traditional procedure has cultivated poor posture through the use of exercises to which bad muscular reactions are the rule rather than the exception, such as stretching the arms vertically upward, which is notoriously connected with a thrusting forward of the entire body from the ankles, the arms continuing the slope line upward and forward, instead of forcing them back against the ears as in the conventional procedure. This slope position avoids all the objectionable reactions, and may become a positive help in cultivating correct curves in the spine. (Demonstration.)

TEACHING HELPS

GRADE I

1. Regular Hours of Sleep.

"A Little Work and a Little Play." The Primary Plan Book, p.69. September, 1911. Chicago: A. Flanagan Co.

"The Wake-up Story." Emilie Pousson. In the Child's World. Milton Bradley Co., 1905.

"The Hurry-up Boy." Carolyn Sherwin Bailey. Stories for Sunday Telling. Boston: Pilgrims Press, 1916.

"The Go-Sleep Story." Eudora Bumstead. In the Child's World. Milton Bradley Co., 1905.

"Rising in the Morning." "Going to Bed at Night," and "Getting up and Going to Bed." Ann and Jane Taylor and Adelaide A. O'Keefe. Stokes Co., 1907.

2. Cleanliness.

"Come, my little Robert near--" Charles and Mary Lamb. The Primary Plan Book. January, 1911. Chicago: A. Flanagan Co.

"The Pig Brothers." Laura E. Richards. The Golden Windows. Little Brown and Co., 1918.

"Washing and Dressing," and "Dirty Jim." Ann and Jane Taylor and Adelaide O'Keefe. The Original Poems and Others. New York: Fred A. Stokes Co., 1907.

3. Teeth.

"Teeth" Myrtle Barber Carpenter. Normal Instructor and Primary Plans. January, 1921.

4. The Value of Milk in the Diet.

"The Cow." Emilie Pousson. In the Child's World. Milton Bradley Co., 1905.

"Milk, Butter and Cheese." Sara E. Wiltse. Kindergarten Stories and Morning Talks. Boston: Ginn & Co., 1890.

"The Dairy; Milking; Butter-Making." Belle Ragnar Parsons. Plays and Games for Indoors and Out. New York: A.S. Barnes Co., 1909.

"The Story the Milk Told me." Emilie Pousson. In the Child's World. Milton Bradley Co., 1905.

"Pretty Cow." and "The Farm." Ann and Jane Taylor and Adelaide O'Keefe. The Original Poems and Others. New York: Fred A. Stokes Co., 1907.

5. Drinking Water Upon Rising.

"To Whom Shall We Give Thanks?" Emilie Pousson. In the Child's World. Milton Bradley Co., 1905.

6. The Value of Fruit.

"Apple-seed John." Lydia Maria Child. St. Nicholas, Vol.VII,
1880, Part 2.

"The Sleeping Apple." Lizzie Willis. Kindergarten Magazine, Vol.
II, 1889.

7. Poems.

Robert L. Stevenson's
"Child's Garden of Verses."

1. Time to rise.
2. Bed in Summer.
3. Escape at Bedtime.
4. My Bed is a Boat.
5. Good-night.

GRADE II & III

Songs

"The Child and the Apple," "Bed Time," and "The Orchard." "Song Echoes from Child land for the Home, the School, and the Kindergarten." Prepared by Harriet S. Jenks and Mabel Rust. Boston: Oliver Ditson Co., 1896.

"The Story of Bread," "The Story of the Apple," and "The Story of Butter." Song Stories for the Kindergarten. Mildred J. Hill and P.S. Hill. Chicago: Clayton F. Summy & Co., 1896.

"The Song of the Loaf of Bread." Songs of the Child World, No.1. Alice D. Riley and Jessie L. Gaynor. New York: John Church Co., 1912.

"Milking Time," "Sweeping and Dusting," and "The Mill." Songs of The Child World, No.2. Alice D. Riley and Jessie L. Gaynor. New York: John Church Co., 1912.

Poems

"Why Cherries Grow." New Baby World. Mary Dodge. New York: Century Co., 1897.

"The Little Girl Who Wouldn't Eat Crusts" and "Playing Store." Rhymes and Jingles. Mary Dodge. New York: Charles Scribner's Sons. 1898.

"Goodies to Eat." "Muvver and Me." Robert Livingston. Boston: Houghton Mifflin Co., 1917.

"Dairyman." "Four and Twenty Toilers." E.V. Lucas. New York: McDevitt Wilson's, Inc., 1912.

"Baking Song." Marian M. George. The Primary Plan Book, March, 1912. Chicago: A. Flanagan Co.

"The Story of Baby Corn." Marian M. George. The Primary Plan Book, November, 1912. Chicago: A. Flanagan Co.

"The Sun at Evening Sets." The Original Poems and Others. Ann and Jane Taylor and Adelaide O'Keefe. New York: Fred A. Stokes Co., 1904.

"Good and Bad Children," "Good Night," "In Port," and "The Land of Now." Child's Garden of Verse. Robert Louis Stevenson. Chicago: Rand McNally and Co., 1902.

STORIES TO TELL CHILDREN

1. Milk

"Just Before Supper." Seven O'Clock Stories. Robert Gordon Anderson. New York: G.P. Putnam's Sons, 1920.

"Children of a Sunny Land.--A Strange Milk Wagon." Clara Murray. Wide Awake Readers, Book E. Boston: Little Brown & Co., 1915.

"How Fido Delivered the Milk." Stories for Wakeland and Dreamland. Ann Elizabeth Allen. Springfield, Massachusetts: Milton Bradley Co., 1913.

Grades II and III (Continued)

2 Fruit

"The Old Apple Tree" and "The Ambitious Apple." Stories to Tell the Littlest ones. Sara Cone Bryant. Boston: Houghton Mifflin Co., 1916.

3. Vegetables

"The Spirit of the Corn." The Red Indian Fairy Book. Frances Jenkins Olcott. Boston: Houghton Mifflin Co., 1917.

"The Story of the Turnip." Marian M. George. The Primary Plan Book, October, 1922. Chicago: A. Flanagan Co.

"How the Beans Came up." In the Child's World. Emilie Poullson. Springfield, Mass: Milton Bradley Co., 1905.

"The Dwarf Root's Story of the Pumpkin Seed." The Five Senses. Angela Keyes. New York: Moffat, Yard and Co., 1911.

"The Little Corn Bringer." The Red Indian Fairy Book. Frances Jenkins Olcott. Boston: Houghton Mifflin Co., 1917.

4. Miscellaneous.

"Columbus and the Egg." and "The Ears of wheat." Good Stories for Great Holidays. Frances Jenkins Olcott. Boston: Houghton Mifflin Co., 1917.

"The Long Loaf" and "The Wonderful Pudding." Marian M. George. The Primary Plan Book, March, 1912. Chicago: A. Flanagan Co.

"The Child Who forgot to Wash His Face." Stories for Sunday Telling. Carolyn Sherwin Bailey. Boston: Pilgrim Press, 1916.

"The Best Prize." The Five Senses. Angela Keyes. New York: Moffat Yard & Co., 1911.

"Clean Peter and the Children of Grubblelea." Ottilia Adelborg. Translated by Ada Wallas. New York: Longmans, Green and Co. 1905.

Children love to dramatize, and in order that they may do it successfully they must be thoroughly familiar with the story. Therefore, dramatization may well serve not only as an aid in developing clear enunciation and an ability to read with better expression, but also as an aid in teaching health. The ideals depicted in the story become the pupil's ideals of conduct when he has repeatedly lived through the experiences found in the story. The following stories are recommended for three reasons: First, their health content; Second, the ease with which they can be dramatized; and Third, the natural appeal that they have for children who have an instinctive inclination to represent fairies and elves..

"David and the Good Health Elves." The Story Tellers' Magazine, Vol.V. (January-December, 1917.) These stories are copyrighted by the Wisconsin, Tuberculosis Society.

"Fairy Do-Nothing and Giant Snap-'Em-Up." Adapted by Catherine Sinclair. Book of Elves and Fairies. Frances Jenkins Olcott. Boston: Houghton, Mifflin Co., 1918.

"The Garden of Health." Fairy Tales from Spain. Edited by J. Munoz Escamez. New York: E.P. Dutton & Co.

"Rosy Cheeks and Strong ." J.Mace Andress and Annie Turner Andress. New York: Child Health Organization of America. 1920.

These stories are, of course, more or less general in their nature, and it remains for the teacher to make the particular application. For example, in the story "The Good Health Army Attacks," which is one of the series of "David and the Good Health Elves," the child chosen to be the "Elf of Good Things to Eat," may be selected from the group of children who have fruit every morning for breakfast, or from the group of children who include regularly in their diet a vegetable besides potatoes, according to the point to be emphasized at any particular time.

GRADES IV & V

1. The Value of Health

"The Sick-Bed Elves" (from China) Book of Elves and Fairies.
Frances Jenkins Olcott. Boston: Houghton Mifflin Co., 1918.
"The Garden of Health." Fairy Tales from Spain. J.Munos Escamez. New York: E.P.Dutton & Co., 1918.

2. Elimination of Sweets between Meals

"The Candy Boy." The Storyteller's Magazine, Vol.5 New York: Storytellers Co., 1917.
"Who Discovered the Maple Sugar." Stories to tell the Littlest Ones." Sara Cone Bryant. Boston: Houghton Mifflin Co. 1916.

3. Milk

"Bob and Betty Visit Uncle John." The Farm Book. E.Boyd Smith. Boston: Houghton Mifflin Co. 1910.

4. Fruit

"The Three Golden Apples." Nathaniel Hawthorne. Myths Every Child Should Know. New York: Grossett and Dunlap. 1905.
"The Apples of Idun." H.W.Mabie. Myths Every Child Should Know. New York: Grossett and Dunlap. 1905.
"The Big Red Apple." The Story Teller's Book. Alice O'Grady. Chicago: Rand McNally & Co. 1912.
"The Golden Pears." Stories and Story-telling. Angela M.Keyes. New York: D.Appleton Co. 1911.
"The Origin of Strawberries." Myths and Legends of the Great Plains. Edited by Katherine Judson. Chicago: A.C. McClurg & Co. 1913.
"How We Cut Apricots." Evelyn Hibbard. Half a Hundred Stories. Edited by Alice May Douglass. Springfield, Massachusetts. Milton Bradley Co. 1907.
"Momotaro, or the Little Peach Child." Wonder Tales of Old Japan. A.L.Whitehorn. New York: F.A.Stokes Co. 1912.
"Why Bananas Belong to the Monkey." Fairy Tales from Brazil. Elsie Spicer Edlls. New York: Dodd, Mead & Co. 1917.

5. Cereal

"A Bowl of Porridge." Elizabeth Colson. The Storyteller's Magazine. October, 1913. New York: Storytellers Co.
"The Discovery of the Wild Rice." Myths and Legends of the Mississippi Valley and the Great Lakes. Edited by Katherine Judson. Chicago: A.C.McClurg & Co. 1914.
"Ceres." Round the Year in Myth and Song. Florence Holbrook. New York: American Book Co. 1897.

SIXTY-THREE

"The Roman Cereal Festivals." Corn Plants: Their Uses and Ways of Life. Frederick Leroy Sargent. Boston: Houghton Mifflin Co., 1899.

"The Tomato Story." For the Children's Hour. Carolyn Sherwin Bailey and Clara Lewis. Springfield, Mass. Milton Bradley Co. 1916.

"The Little Redcap." Book of Elves and Fairies. Frances Jenkins Olcott. Boston: Houghton Mifflin Co. 1918.

"Old-Woman*Who-Never-Dies." Myths and Legends from the Great Plains. Edited by Katherine Judson. Chicago: A.C. McClure and Co. 1913.

"How Indian Corn Came into the World." The Red Indian Fairy Book. Frances Jenkins Olcott. Boston: Houghton Mifflin Co. 1917.

"The Spirit of the Corn. An Iroquois Legend." Harriet Maxwell Converse. Good stories for Great Holidays. Frances Jenkins Olcott. Boston: Houghton Mifflin Co. 1914.

"A Live Potato." The Five Senses. Angela M. Keyes. New York: Moffatt, Yard & Co. 1911.

"The Pea that Won the Princess." The Elm-Tree Fairy Book. Clifton Johnson, Editor. Boston: Little, Brown & Co. 1908.

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